

Analyzing the Impact of Welfare Measures on Job Performance and Job Satisfaction of the Teachers

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Abstract

The research discussed factors including working conditions and fringe benefits that are part of welfare management methods that have an impact on teachers' job performance. Research hypotheses were used to direct the investigation. Employees are greatly inspired by welfare reforms, which contributes to the expansion of businesses. There is a close link between employee morale and job satisfaction, making welfare measurements an important component in both. The purpose of this research is to examine and assess existing worker protections and benefits. The survey, which gauges the effect on morale, draws the conclusion that most employees were happy with the welfare measures offered by the government, non-governmental institutions, and labor unions. A statistically significant and beneficial influence of working conditions on teachers' job performance was found, among other things, in the analysis of the replies. It has been suggested that the Calicut Education Service (CES) and individual schools implement rules that are supportive of teachers' families, improve working conditions, and guarantee timely payment of benefits.

Keywords: Welfare Measures, Job Satisfaction, Primary school teachers, Teacher Performance

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Introduction

It's debatable whether or not a correlation exists between an employee's level of work satisfaction and their productivity. It's challenging to draw connections between job happiness and performance since some respondents may overstate their level of satisfaction when questioned directly, fearing retaliation if they don't. "A happy workforce is a productive workforce." "efficient workers are not efficient workers." The survey also indicated that instructors who had the support of their students' families were happier in their careers than those who did not. Benefits including income, vacation time, and work schedule flexibility were not linked to higher levels of teacher satisfaction. Teachers spend the vast majority of their time in the classroom, according to a study by, and as a result, have little chances to brag about their triumphs to their peers. At the time of initial hiring to the end of their careers, all workers should be treated as precious assets.

The teaching profession is highly regarded by communities across the world. The importance of teachers' organizational commitment and job happiness in general has also been highlighted. Teacher job satisfaction is a multi-faceted concept that has been found to be an important factor of teacher commitment and is crucial to teacher retention. The study's premise is that many educators' desire to adequately fulfill their teaching and non-teaching responsibilities has been severely weakened by inadequate living and working circumstances over time. Most significantly, it seems that discontent among educators is the primary driver of teacher turnover in many nations. With the rising attrition rate in the teaching profession and the correlation

between discontent and lower work output, studies of teachers' experiences in the classroom are more pressing.

Literature Review

Muallimin et.al (2021) The purpose of this research is to assess the impact of honorary teachers' welfare on their performance, as well as the impact of their work happiness on their performance, and the impact of both of these factors combined on their performance. State MTs in the East OKU Regency were the focus of this research. This thesis combines a quantitative strategy with a descriptive strategy. In this study, we utilized SPSS version 25 to conduct statistical tests such regression and correlation, as well as determination, the t-test, and the F-test on the collected data. In this report, we found that: There is a positive effect on teacher performance (Y), with a degree of wellbeing and work satisfaction of 65.3%. This is because (1) there is a positive impact and a substantial level of welfare on the performance of state MTs honorary teachers in East OKU Regency, at 49%; (2) work satisfaction has a positive and important impact on the performance of state MTs honorary teachers in East OKU Regency, at 44.2%. Teachers' welfare and work satisfaction seem to be significantly influenced by the success of the honorarium system for MTs in East OKU Regency.

Geoffrey Mutavi Munywoki et.al (2020) This research at Kenya Railways Company looked at how workers felt about the company's welfare initiatives and how that felt about their jobs. All 1,214 personnel of Kenya Railways, MGR Operations were included in the research. Using a multistage stratified random sampling technique, a sample size of 123 workers was determined. A descriptive cross-sectional survey method was employed for this investigation. Primary information was collected using a pre-designed, self-reported questionnaire. Regression analysis was employed for the data analysis. Employee welfare initiatives were shown to have a statistically significant relationship with work satisfaction among Kenya Railways Corporation staff, according to the research. The impact of health programs on job satisfaction was the greatest, followed by programs that allowed for more workplace flexibility. Correlations between employee welfare programs evaluated in the research and employee job satisfaction have been established, adding to the existing literature on employee welfare programs and bolstering the hypothesis of work satisfaction.

(Rao, 2019) To retain and motivate staff, as well as enhance the company's local image, it is important to explain that a welfare measure is the process of recognizing the worker's unique position in society and doing good for them. Home, health and family care, cafeteria, education and counseling, and benefit activity conditions were all identified by Anju (2016) as factors that significantly reduced the cost of absence. As I said, he agreed that the addition of self-governing rules to a manufacturing society is the only thing that can make an employee benefits program successful.

Basilius Redan Werang et.al (2017) The happiness of educators is crucial because it affects their pupils' academic performance and their prospects for the future. The purpose of this research was to describe how teachers' levels of work satisfaction in the far-flung state primary schools in Merauke District, Papua, Indonesia, affected their levels of organizational commitment and professional efficacy. This research was motivated by two questions: (a) is

there a positive and significant relationship between teachers' job satisfaction and their organizational commitment in the remote state elementary schools of Merauke District, Papua? and (b) is there a positive and significant relationship between teachers' job satisfaction and their job performance in the remote state elementary schools of Merauke District, Papua? Of the 117 instructors working in Merauke District, Papua's distant state primary schools, 105 were randomly selected to fill out three quantitative surveys. The research found that at the far-flung state primary schools of Merauke District, Papua, teachers' levels of work satisfaction had a positive and statistically significant influence on their levels of organizational commitment and job performance. In the remote state elementary schools of Merauke District, Papua, the results of this study may be useful for the school principals and the educational policymaker at the local government level to take some strategic steps of improving teachers' job satisfaction in order to promote their organizational commitment and, thus, to enhance their job performance.

Hassan Soodmand Afshar et.al (2016) In this research, participants were English instructors at junior high schools in Iran who were either content or unsatisfied with their jobs. In order to examine the effectiveness of English as a Foreign Language (EFL) instructors, 64 Iranian English teachers and 1774 of their students filled out a validated questionnaire. According to the findings, there was a significant performance gap between instructors who reported high levels of work satisfaction and those who did not. This finding suggests that teachers' levels of job satisfaction may be the key factor explaining these findings. A considerable gap was also found between how instructors perceived themselves to be doing in the classroom and how their pupils rated them. Furthermore, insufficient subject and pedagogical knowledge, unequal attention to individual students, lack of professional commitment, interpersonal relationship problems, and demotivation were found to be the most crucial factors contributing to poor job performance of dissatisfied Iranian secondary school EFL teachers through a semi-structured interview.

Job Satisfaction Amongst Academic Professionals (Teaching Professionals)

Professors in higher education are the nation's most valuable asset. Hence, it is surprising to see that many college professors continue to be unhappy in their positions. Happiness in the workplace benefits both the individual and the community. The college benefits from higher levels of efficiency and academic success as a result. Educators play a crucial part in every society's success. Instructors are there to help pupils through all the significant academic transitions they will face. When educators feel appreciated in their roles, they are able to provide their full attention and dedication to their students.

Job happiness has emerged as a major concern in today's interconnected society. The development of any educational system throughout time depends critically on it. What makes a career satisfying for educators is when it helps them achieve their professional goals while also satisfying their personal needs. When a person is confident in their actions, they gain knowledge, skills, and competences. Hence, a college professor's behavior ought to reflect contentment if he or she is to contribute effectively to the classroom.

A brilliant, respected, and high-quality teaching staff is essential to a well-known and successful educational system. Teachers play a crucial role because they equip their pupils with the knowledge and abilities they need to succeed in the real world.

Throughout history, advanced societies have relied heavily on competent educators and a high-quality education system, making it crucial to examine teachers' attitudes regarding their work. It's impossible to generalize about how people feel about their jobs. A favorable emotional state that arises from reflecting on one's work experiences; this is the definition of job satisfaction. Most studies define job satisfaction as an individual's overall impression of their work experience.

Employee Services And Benefits

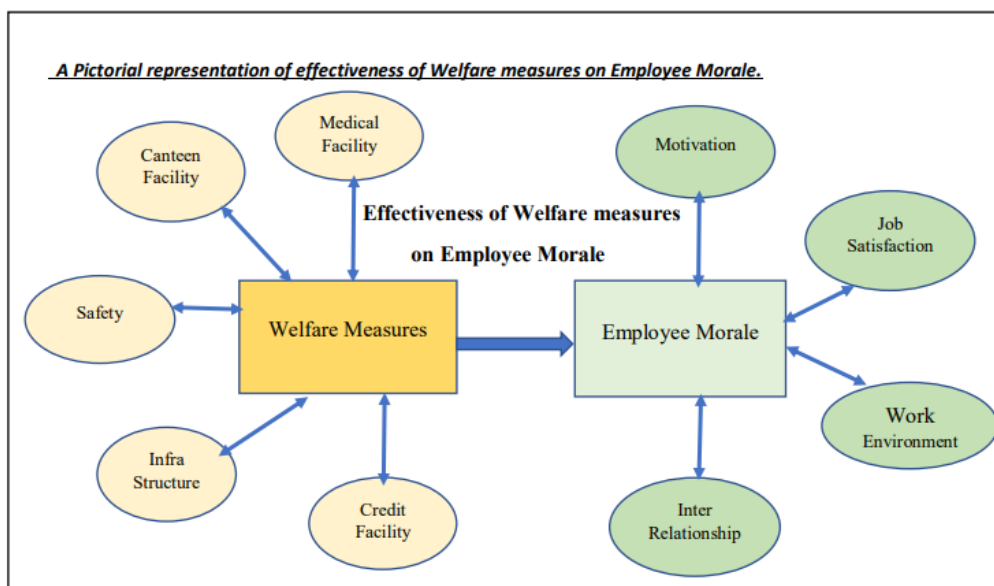
Several aspects of running a business deal with keeping the employees there. Among them are

- 1) Safety provision inside the workshop
- 2) Employee counselling
- 3) The medical services
- 4) The recreational and other welfare facilities
- 5) Fringe benefits and supplementary items

Welfare Measures on Employee Morale

The morale of an organization's employees is a reflection of the workplace and its culture. The efficiency and potential of welfare policies have a significant influence on morale. There are two main categories of welfare policies.

1. Welfare Measures inside the workplace
2. Welfare measures outside the workplace.



Each group includes several activities they are

Workplace welfare programs often focus on improving workers' living and working conditions as well as providing for their health, safety, and well-being, as well as the needs of women and children.

Housing, water, roads, lighting, markets, transportation, communication, health and medical services, recreation, etc. are all examples of non-work-related welfare measures that may have a positive impact on employee morale. This graphic shows how different types of employee benefits affect morale in different ways.

Organizational success depends on things like happy employees, a pleasant workplace, and cordial relations between staff and management.

Methods

The study used a quantitative research strategy and a descriptive survey methodology to conduct a cross-sectional analysis. Primary data was gathered by questionnaire. The School of Management Studies at the University of Calicut's Kuttipuram Campus randomly sampled 165 of its faculty members for this study. Prior to beginning data collecting, we scheduled a day to meet with the participating schools' principals and explain the study's goals and objectives.

Measurement of Variables

The variables for the study are defined as follows;

Working condition – The quality of the workplace was evaluated based on eight factors. They include the opportunity to choose one's own schedule, a secure building, enough air, lighting, and access to natural light, small class sizes, a wealth of resources, and the backing of the school's head of department or principal.

Fringe benefits – Workplace perks were conceptualized using terms like "accommodation allowance," "transportation allowance," "vehicle maintenance allowance," "meals during work hours," "catering for dependent education," "soft loans," "end of year welfare packages," "gratuity and pension or retirement plan," "health insurance," and "accident insurance."

Teacher performance – We took into account factors including instructors' and students' timeliness, as well as test scheduling, lesson planning, and documentation, as well as extracurricular and professional engagement.

The reliability coefficients for the questions on working conditions, perks, and performance on the job were calculated to be 0.683, 0.71, and 0.653, respectively. Despite claims from research indicating that any coefficient of dependability of .70 or more is valid. But, as advised by Nunally, we used a cutoff of 0.5 for our purposes here. This indicates that there is a high degree of consistency across all the study's constructs.

The data was processed using the statistical program SPSS version 22 by Statistical Product and Service Solutions. Simple regression analysis was used to examine both assumptions.

Data Analysis

The vast majority of respondents (89.7%) hold a bachelor's degree or more; 9.7% have earned graduate degrees; and 0% have earned an HND or diploma. This means that the chosen high schools have staff members who are both certified and licensed to teach in their respective subjects.

H1: The Effect of Working Condition on Teachers' Job Performance

The first hypothesis is that if classroom settings are better, instructors will do a better job. It was hypothesized that teachers' working conditions would have an impact on their productivity via the use of a simple linear regression analysis. Based on the hypothesis that working conditions have an influence (independent factor). Also, a t-test was performed on the analysis's independent variable's coefficient to determine its statistical significance. The tables below provide the results of the study's model summary, as well as the ANOVA for the effect size and coefficients of the variables:

Table 1- Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.939 ^a	.882	.862	.10543	1.680

a. Predictors: (Constant): Working Condition

b. Dependent Variable: Teachers' Job Performance

Table 1 shows that the model correlation coefficient was 0.882, indicating that the model correctly predicts 88.2% of the changes in the independent variable. The remaining 11.8% of the fluctuations in the independent variable may be attributed to factors that were not accounted for in the model. The 0.939 result for the coefficient of determination indicates that the model is significant, and the 1.680 value for the Durbin-Watson statistic places the model between the acceptable range of 1 and 2.5 for the study.

Table 2- ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.497	1	.497	44.682	.001 ^b
	Residual	.067	6	.011		
	Total	.563	7			

a. Dependent Variable: Teachers' Job Performance

b. Predictors: (Constant), Working Condition

Table 2's ANOVA shows that the analysis was sufficient as well. Via examination of the residual mean sum of squares, it was discovered that the effect size of the variables was 0.5. As the F-sig statistic's value of 44.682 is less than 0.05, the linear regression model adequately explains the data.

Table 3- Coefficients

Model	Unstandardized		Standardized	T	Sig.	Collinearity	
	Coefficients		Coefficients			Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.189	.359		3.313	.016		
1 Working Conditions	.720	.108	.939	6.684	.001	1.000	1.000

a. Dependent Variable: Teachers' Job Performance

According to the data in Table 3, working conditions have a positive and statistically significant influence on teachers' job performance ($=0.939$, $p0.05$), suggesting that, all else being equal, an improvement in working conditions would result in a 93.9% rise in teachers' job performance. Improved working conditions have a positive effect on instructors' productivity. This supports the hypothesis that a favorable work environment has a good effect on productivity. In addition, a t-test result of 6.684 indicates that working circumstances have an influence that is more than twice as large as the mistake. Standard error inflation caused by multicollinearity is measured by the variance inflation factors (VIF) for a given beta weight. There is no evidence of multicollinearity given that the VIF is just 1.00 (far less than the guideline of 4 or 10).

Hence, it is believed that teachers' job performance is positively and significantly influenced by their working conditions. This confirms the claims of many who have argued that a pleasant work environment might boost productivity. According to the results of their empirical research, it was also found that managers of administrative offices might improve employee output by organizing the workplace such that it follows the principles of ergonomics. said that there was a statistically significant correlation between workplace satisfaction and productivity. Similarly, it was found that workers' productivity increased when working conditions were enhanced.

Conclusion

Research on the impact of corporate charity programs on employee morale provides valuable insight into the extent to which employees value such programs. Social Security measures,

welfare facilities, wage status, bonus, health condition, shift system, and acknowledgment of labor are only few of the factors shown to have a significant impact on employee morale and output. Regarding the first research hypothesis, it is concluded that effective working conditions such as flexible working hours, safety environment, proper ventilation, proper lighting, and availability of natural light; manageable class size; availability of teaching/learning material (T/LM); support from HOD/head teacher; and participation in decision making at the school all lead to improved teacher performance.

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